**Year 12 – UNDERSTANDING ANALYSIS**

The first word in each of the levels of the Achievement criteria is *ANALYSE.* It is vital to know what is meant by the word in this context. The essay topic, which is more commonly an instruction than a question, will name specifically the aspect of text that you are going to write about. The extra things that you are required to do are to comment on the details you have chosen and relate them to the topic. You will write a formal essay of the following structure: S.E.X.R. (Statement, Explanation, Example, Relevance).

The grade you get will depend on how much analysis you give and how clever that analysis is. Essays that get the higher grades tend to be longer and have more supportive evidence, but the main reason for the higher grade is that there *is more, and more perceptive analysis.*

**Simple analysis includes explanations like these:**

* What does it mean? E.g. Fire is a symbol of power, it can be used destructively or constructively.
* Why did the character(s) do or say this? This explains setting, plot, character – things within the text.
* What difference did this make? This explains the importance of the details you have described and how the theme is conveyed.

**Perceptive analysis includes explanations like these:**

* How does this fit in with things in the text? E.g. Is it part of the climax/contrast/parallel (main plot – subplot) structure?
* How does this work? (Does it continue or complete a developing idea or mood? Or is it a change or contradiction?)
* How does this make me feel? (How is the author/poet/director manipulating my feelings? Why?)
* What does this make me think? (How does this fit into the themes of the text?)
* How can this be linked to the world ‘beyond the text’? ( What cross-overs are there between the author and his/her life or us and our lives on the one hand and the world inside the text on the other?)
* How well does this work? (How appropriate, powerful, perceptive, clear or moving is the use of this technique here?)

**WRITING YOUR ESSAY**

Your analysis will need to be well-structured, well-organised and have a sound form.

A good **introduction**

* Shows that you understand the topic through rewording or defining the key words
* Shows a clear contention ( elaborated theme statement that you are going to analyse)
* Indicates the main supporting points you will include in your essay

**Sentence starters for introduction(s);**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | * The author/director/playwright/poet considers the idea that… | | * (Name of text) suggests that… | | * (Name of text) explores the themes of… | | * While (name of text) suggests that…, it also suggests that… | | * The author/director/playwright/poet of (name of text) uses (techniques) to convet the point that… | | * (Name of text) shows (name of character) to be… This is conveyed through… | |

A good **body paragraph**

* Is specific and states what the paragraph is about
* Includes supporting evidence
* Explains and analyses details
* Relates your answer to the original topic

Sentence starters for **body paragraphs:**

|  |
| --- |
| * (Name of text) shows that…through the use of techniques such as… |
| * (Character’s name) is depicted as…This is shown, for example, when he/she… |
| * (Character’s name) undergoes a significant change in the text. He /she is…at the beginning of the text but becomes…by the end of the text. |
| * The author/director/playwright/poet’s interest in the theme of…is expressed through the experiences of (character’s name) |
| * The structure of the text reflects the themes of… |
| * (Episode in the text) illustrates the author’s point of view on the (theme). |
| * A recurring symbol in the text is… which is associated with… |
| * This is evident when (event in the text) |
| * (Character’s name) embodies the values of… The author promotes/disapproves of these values, as shown by… |
| * (Name of the text) endorses the values of… |

A good **conclusion:**

* Is one paragraph only
* Re-states your contention and briefly summarises the main points
* Does not use the same words if possible
* Does not introduce new points
* Sums up your planning

Sentence starters for **conclusions:**

|  |
| --- |
| In summary, it is apparent that… |
| The evidence suggests that… |
| In conclusion, it can be seen that… |
| As has been shown… |
| The text demonstrates… |

**Linking words**

Using linking words will make your essay flow much better. Here are some examples to help you :

|  |  |  |  |
| --- | --- | --- | --- |
| **To express a similar point** | **To express an opposing point** | **To expand on a point** | **To express a logical progression in your analysis** |
| Similarly… | By contrast… | Furthermore… | Therefore… |
| Likewise… | On the other hand… | Moreover… | As a result… |
| In the same way… | However… | In addition… | Consequently… |
| Equally… | Yet… | For example… | Thus… |
| So too… | While… | For instance… | For this reason… |
| Besides… | Despite this… | What’s more… | In conclusion… |
|  | In comparison… | Additionally… |  |
|  | Nevertheless… |  |  |